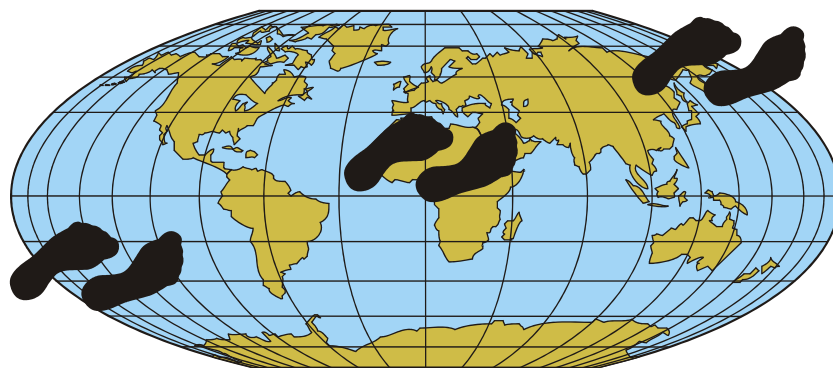


First Step auf deutsch

Teacher Lesson Guide



ETV
Instructional Television
South Carolina Department of Education



First Step auf deutsch

Teacher's Lesson Guide

*Take a step across the ocean,
Take the first step over the sea.
The German people everywhere
wait for you and me.*

*But how do we understand them?
How do we know what they say?
They speak another language,
Have different customs and days.
But still they're just like we are
whether young or old.
The first step to understanding is...
the First Step auf deutsch*

First Step auf deutsch

A production of ETV and the South Carolina Department of Education
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First Step auf deutsch

Teacher Guide

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Note to Teachers:

This lesson guide is written for teachers who have little or no knowledge of the language and are not trained to teach a foreign language. Read the introductory materials to help understand why and how to teach a foreign language in the elementary grades. Suggestions are given as to how a regular classroom teacher can provide this valuable second language instruction to his/her students.

Since the purpose of **First Step auf deutsch** is exposure to the German language, the major portion of the ten video lessons is totally in German. Some teachers and students may be overwhelmed when viewing the programs for the first time. Teachers need to preview the video programs before showing them to their students so they can be familiar with the format of the program and the individual segments. They should review the vocabulary list and the guide material for each lesson very carefully before and after previewing the programs.

Use this lesson guide and the other accompanying components to take the greatest advantage of the First Step series and to maximize your students' learning. Teaching and learning a second language can and should be fun for everyone involved. **First Step auf deutsch** can help you meet this challenge.

Introduction to First Step auf deutsch

Sprechen sie deutsch? For many adults these were some of the first words they learned in a foreign language during their high school years. Now language experts, educators, and parents realize that children need to be exposed to a second language as early as possible using new and exciting teaching methods.

What is First Step auf deutsch?

First Step auf deutsch is an introductory course for young students in German. The ten video lessons were designed to make learning German fun as a group of children learn German from their neighbor who has just moved from Germany. In keeping with guidelines for the teaching of foreign language, this new neighbor only speaks German to the children as she teaches them. Through the use of graphics, music, and fast-paced video segments in addition to the native speaker/children scenarios, words are presented in context. Emphasis is on the "spoken" word rather than the "written" word. Cultural components are an integral part of each lesson.

What are the Program Components?

Ten Fifteen-Minute Video Lessons

First Step auf deutsch Again Video Lessons

Teacher's Lesson Guide

Audio Cassette of Vocabulary and Songs

Who can use First Step auf deutsch?

This video series and its other program components were designed to assist schools and teachers to provide their students with instruction in a second language during the primary grades. Teachers do not need to speak German or have experience in any foreign language instruction to use this video series. It was developed specifically for schools that would not be able to offer an elementary foreign language in any other way.

Elementary foreign language teachers can also use this series by adapting the programs for use in their lessons, as supplemental lessons for use by the regular classroom teacher, or to use when the foreign language teacher is unable to hold classes. The series can be used in segments, as review, or as an introduction in such classes.

Why should I use First Step auf deutsch?

Parents, educators, curriculum specialists, and foreign language advocates have long requested foreign language programs for elementary grades, and many states are developing curriculum frameworks or requirements for elementary school foreign language instruction. Unfortunately, most elementary schools do not have certified foreign language teachers nor do they have teachers who have foreign language training.

Instructional television is an equitable and readily available delivery system for foreign language instruction. Distance learning is certainly an effective means of foreign language instruction, but it is not the best delivery system for most elementary grades because elementary teachers prefer to use taped programs at their own schedule rather

than commit to a specific daily time. Produced video programs can be shown at any time during the school day. They present foreign language instruction that meets many different learning styles and is exciting and fun for students.

The **First Step Elementary Foreign Language Program** has been designed to meet these needs. It is communication-based using a thematic center that allows a balance among the basic goals of culture, subject content, and communication. The content-based approach draws from and reinforces the goals of the general elementary school curriculum. Learning occurs in meaningful, communicative contexts that carry significance to the students. Culture is integrated into all learning.

How is language taught in First Step auf deutsch?

In keeping with widely accepted elementary foreign language guidelines, target language instruction is consistently conducted in the target language. This allows the learners to be active constructors of meaning rather than just passive receivers of vocabulary. It is extremely important that children hear the language even if they do not understand all of the words. They learn much from this immersion into the language. Gestures, pictures, and objects are constantly used in the lessons to make the language concrete. A complete understanding of the vocabulary is not necessary at this stage of language acquisition. Students hear the language spoken, and then they begin to speak the language. Comprehension, rather than speaking, is emphasized at beginning stages of the program shadowing the process of first-language acquisition.

Each of the ten fifteen-minute video lessons includes several segments: the storyline of a native speaker teaching her native language to some young neighbors, songs which review vocabulary, visits to actual places which are used in the storyline, graphics, repetition/review sequences, and classroom scenes with children using the language. All vocabulary is taught in context and is repeated several times and used in conversation before the written word is shown. There is continuous review of previous vocabulary in most lessons. At the end of each lesson, students are given the opportunity to repeat the emphasized vocabulary words.

Many words are presented in each lesson and a classroom teacher can emphasize only those words that are most appropriate for his or her students. Reading and writing will be used in guide activities as communicative tools, as appropriate to the age and interest of the learners. Grammar will be presented in context for usage rather than analysis since, in the elementary grades, grammar for its own sake is not the object of instruction. Suggested activities will integrate the language into other areas of the curriculum. The activities are aligned with the national standards and FLES programs.

Curriculum Overview

Goal: The goal of the **First Step Elementary Foreign Language Program** is to make the students' first exposure to a second language an exciting experience for both the students and their teacher. Exposure to the language is the major purpose of the lessons.

Lesson Titles and Topics Covered

Lesson 1...***Guten Tag!***

General greetings and responses, people and family

Lesson 2...***Welcome to my home***

House (rooms and furniture)

Numbers and colors in context

Lesson 3...***Shopping at the grocery store***

Food (fruits and vegetables)

Numbers and colors in context

Meals in Germany

Lesson 4...***Going to the doctor***

Parts of the body

Lesson 5...***Shopping at the department store***

Review body parts with items of clothing

Clothing

Lesson 6...***Visiting the farm***

Farm animals and pets

Lesson 7...***Visiting in the school***

School items, classes

Lesson 8...***Walking through the community***

Buildings and people seen in the community

Lesson 9...***Celebrating holidays***

Calendar and weather, holidays and customs

Lesson 10...***A birthday picnic***

Nature, sports, birthday

Program Components

Introduction to the Program Components

First Step auf deutsch Video Lessons

The ten fifteen-minute video lessons were designed to teach specific vocabulary words in context while allowing viewers to hear the language being spoken. There are review segments and songs used to extend the understanding of the emphasized vocabulary words.

First Step auf deutsch Again Video Lessons

These 10 to 14-minute video lessons are designed to be used for review by teachers who are not comfortable with the language and feel they need a little extra assistance with follow-up activities. These lessons were taped with a foreign language teacher who uses a mixture of German and English in the review and follow-up. After these short review lessons, the classroom teacher can continue with activities suggested in the lesson guide.

Teacher's Lesson Guide

The Teacher's Lesson Guide is a critical component of the entire program. There are suggestions for introductory activities before viewing the video lesson, a description of the video lesson, follow-up activities for use after viewing the video lesson, and supplemental activities. Suggestions for use of the other program components are also included.

Audio Cassettes of Vocabulary and Songs

Audiotapes will be available to provide extra opportunities to listen to and to practice vocabulary words and sentences. The songs used in the programs will also be included. These tapes are suggested for use before and after viewing activities.

Using the Program Components

In order to use the program components, teachers and students should understand the meaning of the following:



Whenever the footsteps are seen, this means that the students should repeat what has been said. SEE FEET, REPEAT.

Teaching a Foreign Language in a Regular Elementary Classroom Setting

Foreign language teachers in the elementary school are trained to teach

languages in a specific way as recommended by the Teachers of Foreign Languages, State Curriculum Frameworks, and National Standards for the Teaching of Elementary Foreign Languages. This is certainly the best way to present language instruction, but unfortunately not everyone is able to provide this type of instruction. As a non-trained foreign language teacher and a non-speaker of the language, you will need to adapt some of the recommended methods for use in your classroom.

Suggestions Adapted for the Regular Classroom

1. Listening to the Target Language...Language Listening Center

In EFL classes there is a time when only the target language is spoken. This change in languages is indicated by the turn of a sign or the display of a flag. Provide opportunities for your students to listen to the target language and to practice speaking the language whenever possible. A language center or table with a tape recorder equipped with listening stations should provide such opportunities. Decorate the language center with flags and pictures from the country. The First Step Audio Cassette Tape, purchased audiotapes of stories in the target language, or tapes made by a parent or other native speaker could be used in this center.

2. Experience the Target Language...Video Tapes in the Language

Show videotapes of simple stories or songs with the audio track in the target language (such as those from the ***Lyric Language*** series offered by some instructional television stations). These are also available from educational stores and foreign language instructional materials catalogues. Be careful of violating copyright laws by showing videotapes that do not have classroom performance rights. It is always best to purchase videotapes from companies, which can supply such rights.

3. Share Cultural Experiences...Visitors, Field Trips, and Travel Videos

Share cultural experiences by inviting visitors to the class who have traveled to the country, can speak the language, can tell stories, or do crafts related to the country. There may be a restaurant or grocery store associated with that country near your school you could visit. Cook meals from the country. The music and art teacher in your school can do music and art activities related to the country. Travel agencies may have videos and other materials about the country they would share with your class.

4. Practice the Target Language...Use High School Language Students as Tutors for Your Students

Work with your local high school or college foreign language department to create a partnership with your class and second or third year language students. These students could provide your students with a valuable learning opportunity while providing the older students an opportunity to practice their use of the language. If the middle or high school in your area has a foreign language day, then your students could visit or the older students could bring an abbreviated version of the day's activities to your class.

5. Use Other Multimedia Resources To Extend Learning

The Internet can provide valuable opportunities for your students to experience the language and culture of countries that speak your target language. You would want to select appropriate sites from larger cities' tourist bureaus, businesses, newspapers, etc.

and bookmark them for use by students. Since you are not experienced in the language, you will need to be extremely careful about the sites you select. Bookmarking the sites will help ensure that students only visit appropriate sites.

6. Celebrate Holidays

Celebrate national holidays of countries that speak your target language. Make these special events so that the students will look forward to and enjoy them. Be sure the students understand why and how these days are celebrated.

7. Study National Heroes of German-speaking Countries

Study national heroes of German-speaking countries as a part of the holiday celebrations, if appropriate. As you do science, social studies, art, music, and sports, emphasize people in these areas from your focal countries. Look for information on current political leaders, sports figures, writers, musicians, and artists from German-speaking countries in magazines and newspapers.

8. Imaginary Field Trips

Let the students plan imaginary field trips to German-speaking countries. Travel books and videos, as well as library materials can provide students with a source of information about places to see and visit. Use a map to show where the country is, to determine where to travel in the country, and how long it will take to travel to and within the country.

9. Pen pals

Correspond with students from other countries, preferably students from bilingual schools.

Using First Step auf deutsch

General Introduction to First Step auf deutsch

1. We're Learning German Together.

Explain that you and your students are going to be learning something together. You are going to be learning a second language. Learning another language other than your native language (the language you learned to speak as a baby and use most often) is just learning another way to say things. Most of the time when a teacher teaches he/she knows the information being taught. Tell them that you do not know German, that you studied German in high school and/or college, or whatever is appropriate for you. Since this is something that you and the students are learning together, you all are going to have to help each other.

2. Why Learn A Second Language Early?

Tell them that language experts think it is better to learn a second language as early as possible. Talk about how babies learn to speak their native language (they hear the language; they begin making sounds then say words; they start using the words correctly and then use them in sentences; they are continuously learning new words and ways to use words together in phrases, sentences, paragraphs, etc.; and finally they learn to read and write the words, phrases, sentences, paragraphs, etc.). This is the way we are going to learn German.

3. Do Any Students Speak Another Language?

Do any of your students speak another language (not just know a few words)? How did they learn this language? Do their parents, grandparents, or other relatives speak another language at home? Ask them to visit your class.

4. Why Learn Another Language?

Discuss why it is important to learn another language. Show a map of the world and point out all of the countries in which German is the native language. Do any of your students know someone whose first language is German? Have they seen signs in both English and German? These questions will be more appropriate for some locales than in others. Adapt these questions as necessary.

5. Introduce the Series

Introduce **First Step auf deutsch** and the different components that you will be using. Explain that you will be watching ten video lessons that will provide most of the initial instruction. From the video lessons, you and the students will learn German words and about the culture of German-speaking countries. In the programs, Frau Falcone is teaching some of the children in her neighborhood to speak her native language, but she is speaking to them only in German. She uses the language in such a way that the neighbor children and the viewers understand what she is saying, even if they do not understand all of the words. Explain that they will get many different opportunities to practice the language in the **First Step auf deutsch Again video lessons**, the audiocassette tapes, and CD ROM.

6. Make Learning Fun

Emphasize that learning a second language is just another way of saying the same things they say everyday. Make this an enjoyable experience for your students. Learning German with **First Step auf deutsch** is going to be FUN.

Continuing Suggestions for First Step auf deutsch

1. Show your interest and enthusiasm...Be involved in the learning

Be involved in the language instruction yourself. Do not turn on the video lessons and leave the room or grade papers. Be an active participant. Admit that you do not know the language and that you will be learning it with the students. They will love learning something with you. Show your interest and enthusiasm for the language. Let the students know that you are practicing the language and learning with them. It will be a worthwhile experience for everyone.

2. Provide continual language practice

Provide your students with continual practice with the language. Learning a language is not something that is done once or twice a week and forgotten until the next class time. Use the audiotape to review the vocabulary and listen to the songs whenever a spare minute exists. Make this a regular practice while washing hands for lunch, while getting books together at the end of the day, or at any other available time. Play games with the vocabulary words.

3. Display vocabulary words wherever possible

Display words in the target language throughout your classroom and possibly the entire school. The words for numbers, colors, seasons, months, days of the week, etc. are usually displayed in English as students learn to read and write these words. Add the German word for each as they are used.

4. Praise the children in German

Praise the children in German, say *Sehr gut!* (Very good) or *Prima!* (excellent). School supply stores have praise stickers in German. Use these on good papers done as part of non-German work. A "*Sehr gut*" sticker on a math paper will surely create interest at home and will be a source of pride when the student can tell their parents what the words mean.

5. Use German words whenever possible.

Guten Morgen could be used some mornings as children enter, *Auf Wiedersehen* or *Tschüss* could be used when they leave. Make it a habit to use *ja* (yes), *nein* (no), *danke* (thank you), *bitte* (please), *Entschuldigung* (excuse me), and *bitte* (you're welcome) as much as possible. Mixing languages is not encouraged, but the use of these polite words can be used as stand alone comments. Count in German. Use the language as you and your students learn it. Praise students as they use German more frequently.

Lesson 1

Guten Tag!

(Introduction, Greeting Situations, the Family)

Objectives

1. To motivate the students to learn German.

2. To learn words of introduction and greetings.
3. To learn words related to members of the family.
4. To learn about the way German-speaking people greet each other.
5. To learn where German is spoken.

Vocabulary

Good Morning	Guten Morgen
Hello	Guten Tag
Goodbye (traditional/formal)	Auf Wiedersehen
Goodbye (casual)	Tschüss
Mr.	Herr
Mrs.	Frau
Miss	Fraeulein
What is your name?	Wie heisst du?
My name is . . .	Ich heisse . . .
Yes	ja
No	nein
Please	bitte
Yes, please	ja, bitte
Excuse me	Entschuldigung/Verzeihung
Thank you	Danke
You're welcome	Bitte
How are you?	Wie geht's?
Very well	sehr gut
So so	so so
Not well	schlecht
Who is that?	Wer ist das?
That is . . .	Das ist . . .
How do you say . . . ?	Wie sagt man . . . ?
The Family	die Familie
Mom/Mother	die Mutti/Mutter
Dad/Father	der Vati/Vater
Brother	der Bruder
Sister	die Schwester
Grandpa	der Opa
Grandma	die Oma
Germany	Deutschland
Europe	Europe

Culture

German is one of the official languages spoken in four European countries -- Germany, Austria, Switzerland, and Liechtenstein. There are also large groups of minorities in the Czech Republic, Northern France and Belgium that speak German.

The standard or "high German" is the German taught in school. However, regional and national dialects vary. Although German is spoken in Switzerland, it is only one of the four national languages recognized in Switzerland. The other three include French (close to the French border), Italian (closer to the Italian border), and Romansch (which is spoken by a small minority in the Alps and is related to Latin).

In German-speaking countries, teenagers and adult friends usually greet each other by shaking hands, or they may kiss each other on the cheek if they are very close friends.

Information for the Teacher

1. The letter J, as in *ja* and *Junge*, is pronounced like a Y, as in *yes*.
2. The names of languages, such as *Deutsch*, are capitalized when used as nouns, but not when they are used as adjectives.
3. All nouns are capitalized. Masculine nouns are preceded by the definite article *der* (the). Feminine nouns are preceded by the definite article *die* (the). Neutral nouns are preceded by the definite article *das* (the). Nouns can also be preceded by *ein* (a), with the appropriate ending.
4. All plural nouns -- masculine, feminine, and neutral-- are preceded by *die* in the nominative and accusative, and they are preceded by *der* in the dative and genitive cases.
5. There is a formal and familiar expression used with the word "you." The formal "you" is *Sie*, and it is used as a sign of respect when addressed to older people and people who are in authority. Students should use this with teachers and adults other than their parents.
6. The familiar "you" is *du*, and it is used to address family members, friends, colleagues (except for bosses and managers), and animals. Students should use this with each other.
7. The German alphabet has four extra sounds represented by four extra letters. They include: Ä = ae sound, Ö = oe sound, Ü = ue sound, and the ß = double s sound. These same sounds are used in English, but letter combinations represent them instead of single letters.
8. In German, when ie is used (i preceding e in any word), then use the e sound. If ei is used (e preceding i in any word), then use the i sound.

Before Viewing the Video Lesson

1. Do the general introductory activities for the series (pages 4 and 5) if you have not already done so.
2. Remind the students that they will not understand everything that is said on the video lesson, and their lack of understanding is not important because they are being exposed to the language. Hearing the language spoken is very important, and only certain words and phrases will be learned from the program. Today's program introduces Frau Falcone and the neighborhood children who are learning German.
3. Role-play an introductory situation in English with your students. "Hello, my name is _____. What is your name? My name is _____. Nice to meet you _____. How are you? Very well, thank you. Goodbye." Explain to your students that they will learn introductions, greetings, and family names from today's program. Tell them to watch for these words.
4. Listen to the audiocassette tape of lesson #1 vocabulary words. Explain that some of these are the same words that are used in Activity #3. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.
5. Using the world map, point out the German-speaking countries. Has anyone ever visited any of these countries? What do your students know about these countries? Watch for and discuss any stereotypical answers.

Description of the Video Lesson (For the teacher only)

At the museum, a child recognizes Frau Falcone, their new neighbor. The child introduces her to the other students and their parents. The students want to know if they could learn German from her and her cousin, and she agrees. Of course, they settle the matter with their parents first.

When the students arrive for their first lesson, Frau Falcone is sorting through family photos, and she begins to discuss the people in the pictures. She discusses family members such as mother (*Mutti*), father (*Vati*), grandma (*Oma*), grandpa (*Opa*), sister (*Schwester*), daughter (*Tochter*), and husband (*Mann*). She questions the students, and she asks them if they have any brothers and sisters. She also explains the correct usage of Mr. and Mrs. for parents, and she asks them their parents' names. The children learn how to ask what something is called in German, (*Was ist das? Das ist . . .*).

Frau Falcone brings cookies, and the students ask what a person should say when he or she meets someone for the first time. They demonstrate an introduction and greeting sequence. They also find out how to ask and answer the questions: What is your name? (*Wie heisst du?*), My name is _____. (*Ich heisse _____*), How are you? (*Wie geht's*), and Very good, ok, not good. (*Sehr gut, so-so, schlecht*). Frau Falcone emphasizes hand shakes because this is the standard greeting used when being introduced to someone or when you see someone you know. Each student has the opportunity to practice part of the sequence.

Song: "Guten Tag"

Review: Hello, Good Morning, Good Day.
My name is _____.
How are you? I am good, so-so, and not good.

Frau Falcone takes a cookie before offering some to the students. After she realizes her mistake, she uses it as an opportunity to teach "How do you say....?" (*"Wie sagt man.....?"*), excuse/pardon me, please, yes please, thank you and you're welcome. Frau Falcone reviews "How are you?" and the correct responses. Sean says that he feels bad because he is hungry.



Guten Tag bitte die Mutti der Vati der Bruder die Schwester

Follow-up Activities

1. Use the First Step auf deutsch Again video lesson to review the emphasized vocabulary and conversations.
2. Use the audiocassette tape for additional review. This could be done for several days in the listening center or as a class activity.
3. Review vocabulary words related to the family. Ask each student to draw a picture of his/her family and label the family members: *die Mutti/Mutter, der Vati/Vater, der Bruder, die Schwester, der Opa, and die Oma*.
4. Review *Herr, Frau, and Fraulein*. Show pictures of each, and let students tell which word is correct.
5. Role-play situations that involve greetings and introductions. This could be done in a round robin/circle type game. Do the same with "How are you?" and use the appropriate responses.
6. Review *sehr gut, so so, schlecht, bitte, Entschuldigung, and Danke*. Which would be appropriate to use in short role-play situations?
7. After these follow-up activities, let students view the video lesson again. This will allow them to respond and practice with the children on the lesson.

Supplemental Activities

1. Discuss the customs of handshaking and kissing on the cheek. (This is probably more common in Switzerland than in Germany.)
2. Frau Falcone is from Germany. Locate Germany on a map and discuss how to get there from where you live. Also note the location of other German speaking countries in Europe. Find out interesting facts about these countries, such as their contributions and information about their famous people. You may also try to find

out if students have ancestors from German-speaking countries. Tell the students that English is a Germanic language, and have an open discussion about this. Find the words that are similar in both languages.

Remember to use the vocabulary words as much as possible in class during the next week. This should be easy since there are words for greetings, introductions, questions, words for well being, and polite words.

Lesson 2

Welcome to My Home

(Visit in the House, Rooms and Furniture)

Objectives

1. To learn the names of rooms in a house.
2. To learn German words for different types of furniture.
3. To begin learning colors.
4. To learn number words and to count from 1 to 10.

Vocabulary

The Colors

gray
blue
brown
white
black
pink

Die Farben

grau
blau
braun
weiss
schwarz
rosa

Numbers

1
2
3
4
5
6
7
8
9
10
house
kitchen
bedroom
garage
living room
dining room
bathroom
room
bed
table
chair
lamp
telephone
What is that?
That is . . .

Die Zahlen

eins
zwei
drei
vier
fuenf
sechs
sieben
acht
neun
zehn
das Haus
die Kueche
das Schlafzimmer
die Garage
das Wohnzimmer
das Esszimmer
das Badezimmer
das Zimmer
das Bett
der Tisch
der Stuhl
die Lampe
das Telephon
Was ist das?
Das ist . . .

Culture

Many families in Germany live in multi-family dwellings, and it is common for several generations to live together. There are not as many single-family homes as there are in the United States. The multi-family buildings are well maintained because Germans take great pride in their homes. Although the buildings may seem like single-family homes, most have a connected back, a front garden area, a common lobby, and/or even a hallway area. Many of these buildings accommodate two to four families. Some buildings house several families in one apartment building like those found here in the United States. There are many apartment dwellings because there is not much land for individual housing with yards or gardens. Sometimes there is a community garden area where people rent a small tract of land to farm or garden fresh vegetables and herbs.

Information for the Teacher

Primary students often count things in order to learn numbers. Try not to teach the German words for numbers in a sequential list. Count from 1 to 10, but also count by two's. Show different amounts of things and have them tell the correct amount. Ask for missing numbers. When you need a certain number of students or objects, use the German word instead of the English word. Display the German and English number words around the room.

Before Viewing the Video Lesson

1. Review the vocabulary words from lesson #1.
2. Draw a simple house plan on a piece of poster board. Include the following rooms in the house: living room, dining room, kitchen, bedroom, bathroom, and garage. Do not label the rooms, but paste or draw pictures of the appropriate room furniture in the rooms. Have students guess the name of each room based on the furniture placed within it.
3. Make cards for other furniture pieces. Continue the game with these cards. Tell the students that today's lesson will cover different rooms in a house, the names of pieces of furniture, and where certain furniture is located.
4. Tell the students that they will learn to count from 1 to 10. They will also learn the colors - white, black, gray, brown, blue, and pink.
5. Listen to the audiocassette tape of lesson #2 vocabulary words. Explain that some words have already been used in Activities #2 and #3. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.
6. Since this is only the second lesson, remind the students that only a portion of the program is in German. Ask them to look and listen for the names of rooms, furniture, colors, and numbers.

Description of Video Lesson

In this episode, the students visit Frau Falcone again. They learn about the rooms and furniture found in a house. She uses pictures to teach them the German words for different rooms. Frau Falcone also teaches the German words for furniture by using toy furniture. The children learn activities that take place in each room, then they use a dollhouse to place furniture in appropriate rooms. They discuss the furniture and rooms found in the house. The students learn colors by viewing carpet samples.

Lastly, they play a game where they must choose a piece of furniture and tell what it is and where it should be placed.



*blau rosa das Haus die Kueche das Schlafzimmer der Stuhl
die Lampe*

Follow-up Activities

1. Use the First Step auf deutsch Again video lesson to review the emphasized vocabulary.
2. Use the audiocassette tape for additional review. This could be done for several days in the listening center or as a class activity.
3. Review the vocabulary words associated with house. Ask each student to draw a floor plan of his/her house and label the rooms in German --*die Kueche, das Schlafzimmer, die Garage, das Wohnzimmer, das Esszimmer, and das Badezimmer*.
4. Review vocabulary words related to furniture. Ask each student to draw a picture of a particular room including the appropriate furniture. Label the furniture with its German name.
5. Count by ones. Then show different numbers of objects from 1 to 10 and ask for the number. Let the students count off from 1 to 10. Then call out a number and everyone with that number must race to an established base.
6. Review the color words. Make labels with the color words on them. Then label things around the room that demonstrate that particular color. Also, play a game with the colors. Pick a color and ask everyone with that specific color to stand up. Repeat with the other colors.
7. Using several pictures of chairs, lamps, beds, etc., ask students how many of each they see. Change the numbers and items for additional practice.
8. Using a magazine, ask students to cut a certain number of objects or find the color of a specific object, such as tables, cars, etc. Each student could look for a different combination of colors, numbers, and items. The pictures could be glued on construction paper and labeled with the correct vocabulary words.

9. After these follow-up activities, let students view the video again so they can respond and practice with the children on the video.
10. Label the furniture in the classroom.

Supplemental Activities

1. Ask the art teacher to show the use of colors by using the artwork of German-speaking artists.
2. Ask the PE teacher to use German numbers in games.
3. Play the "What is it?" game with rooms and furniture. "*Was ist das?*" (What is this?), if plural "*Was sind sie?*" (What are they?). "*Das ist ____/Sie sind ____.*" (That is ____./They are ____.) Use pictures of rooms and furniture, or use a dollhouse and furniture.
4. Play a charades-type game where students do an activity, and others guess what and where it takes place.

During the next week, remember to use the vocabulary words in class as much as possible. This should be easy with the name and color words. Add work to the suitcase folders.

Lesson 3 Shopping at the Grocery Store

(Trip to the Grocery Store, Meals at Home)

Objectives

1. To finish learning color names.
2. To learn the names of fruits and vegetables.
3. To practice counting.
4. To learn about different meals in German-speaking countries.

Vocabulary

The Colors

green
red
yellow
orange
purple

Die Farben

gruen
rot
gelb
orange
lila

Fruit

apple
orange
banana
grapes

das Obst

der Apfel
die Orange
die Banane
die Weintrauben

Vegetables

cabbage
carrots
tomatoes
potatoes

das Gemuese

der Kohl
die Karotten
die Tomaten
die Kartoffeln

Meats

sausage
bratwurst

der Fleisch

die Wurst
die Bratwurst

Food & Drink

milk
coffee
juice
marmalade/jelly
butter
bread
hard rolls
cookies

das Essen und die Trinken

die Milch
der Kaffee
der Saft
die Marmelade
die Butter
das Brot
das Broetchen
die Kekse

Culture

In this lesson, Frau Falcone shares native German meals with the students. As you will notice, in Germany, they are three main meals: breakfast, lunch, and dinner. In addition, many Germans also have a snack or a break in the morning between lunch and a coffee break (*Kaffeepause*) with coffee and cakes in the afternoon. Germans really enjoy their meals, and their food is very fresh and plentiful.

Breakfast is the first meal of the day. On busy school/work days, there is not much time to linger and enjoy the meal. However, on the weekends, families often enjoy a leisurely meal inside or on the patio. Breakfast usually consists of a soft-boiled egg, toast, and other breads or Broetchen (little bread rolls), butter, muesli, marmalade, and chocolate spread (like chocolate peanut butter) for the children. Bread is very important to Germans, and they serve various types at mealtimes.

In Germany, lunch is comparable to an American evening meal. This meal is usually served hot and may consist of meats and vegetables. Children are not served lunch at school, so they usually go home or to a restaurant (with their parents) for lunch. At work, people have at least an hour for lunch. Many companies have a canteen or even a small restaurant on the premises for their employees.

The evening meal, or evening bread (*Abendbrot*), is equivalent to an American lunch. It consists of cheese, cold cuts, and various types of bread. Sometimes lunch consists of soup, salad, and/or fresh vegetables. Germans usually put butter or mustard on their bread, and they place meat, cheese, and/or vegetables on top of the bread. Their sandwiches are much like an open-faced sandwich. As you will notice in the video, mayonnaise is also used, but it is not as common as in America.

Another noticeable difference is that Frau Falcone uses a net or canvas bag at the grocery store instead of paper or plastic bags. This is very typical in Europe, and it is considered a conservation technique. Europeans are much more conservative with their resources than Americans, and they recycle extensively. They often bring their own bags or baskets for shopping. They have to purchase any additional plastic bags if they need them. Unlike Americans, they bag their own groceries.

Before Viewing the Video Lesson

1. Review the previous vocabulary. Focus on the number words since items at the grocery store will be counted.
2. Tell the students that they will learn some more colors. Review the other colors learned in the last lesson. What other colors do the students think will be included?
3. If the students went to the grocery store on the way home from school, what would they see? In this lesson, the students will learn the names of some fruits and vegetables.
4. Listen to the audiocassette tape of lesson #3 vocabulary words. Explain that some words have already been used in Activity #3. You may choose to give the

students a copy of this lesson's vocabulary words found at the back of the teacher's guide.

Description of the Video Lesson

The children arrive at Frau Falcone's with a plate of cookies for her. She thanks them, and they move to the counter. As she unloads the groceries, she discusses the food that she bought. She does an activity that teaches them the different names of food and their colors. She introduces bananas, apples, oranges, and grapes. They talk about which ones need to be washed and which ones do not. They also discuss the colors and count them. Sean says that he is hungry and would like to have ten apples. They count out 10 apples and discuss the different colors of fruit again. Then, the children learn various types of food and drink, and Frau Falcone offers the children lunch.



ein Apfel eine Orange eine Banane der Kohl die Tomaten

Follow-up Activities

1. Use the First Step auf deutsch Again video lesson to review the emphasized vocabulary.
2. Use the audiocassette tape for additional review. This could be done for several days in the listening center or as a class activity.
3. Review the color words from this lesson and the previous one. Use the same color circles that were used in the lesson to name the colors. Add labels to things in the room that demonstrate these colors.
4. Review the names of fruits and vegetables. Use color circles to determine the color of these fruits and vegetables. Using the week's lunch menu, replace the names of any English words for fruits and vegetables with the German words.
5. Discuss the foods seen on the video. Compare and contrast German meals and meal times with American meals and meal times. Notice how the utensils are held differently from the way Americans hold them. The students could practice by putting a fork in the left hand and a knife in the right. When using a fork, the left wrist is turned so that the fork enters the mouth "upside down", and the utensils remain in the same hand while the food is cut and eaten. An easy, "authentic" German snack, such as dark pumpernickel bread with "Nutella," a German chocolate spread, could be enjoyed in the classroom. These items are available in American supermarkets. A German drink known as "*Spezi*," can also be enjoyed. Mixing an equal amount of Coke with Sprite makes this beverage, and it should be served without ice.

Supplemental Activities

1. Play a float and no-float game with the students. Have them predict which fruits -- orange, apple, grape, and banana -- will float or not. You can vary the color of apples and grapes in order to review vocabulary.
2. A Gouin series is an activity used by foreign language teachers in which all the steps in an activity are given in order. Frau Falcone did this when she made orange juice. Let students do some in English since they do not know all of the words necessary to do it in German. Review the section of the video where Frau Falcone motioned for a drink, took an orange, sliced the orange, squeezed the orange, poured the juice into a glass, and drank it.
3. Using the Gouin series, ask the children to make a sandwich. Discuss the difference between American (closed-faced) and European (open-faced) sandwiches. You will need bread (preferably wheat or dark bread), butter, cheese, meat, and/or vegetable slices.
4. German food, such as "Knockwurst" or "Bratwurst," Sauerkraut, red cabbage, cheese (Munster or Swiss), dark breads (Farmers Bread or Pumpernickel), and pretzels, can be found in supermarkets throughout the United States. In Germany, pretzels are soft and big. In the US, pretzels are small, crunchy, and hard. However, feel free to use the American ones.

Remember to use the vocabulary words as much as possible in class during the next week. This should be easy since these words are associated with food and colors. Add to the First Step auf deutsch suitcase folders.

Lesson 4

Going to the Doctor

(Trip to the Doctor, Parts of the Body)

Objectives

1. To learn words related to body parts.
2. To learn words for people (man, woman, boy, girl, baby).
3. To review colors and numbers.

Vocabulary

The Body

mouth
nose
head
face
ear/ears
eye/eyes
hand/hands
leg/legs
arm/arms
foot/feet
hair

Der Körper

der Mund
die Nase
der Kopf
das Gesicht
das Ohr/die Ohren
das Auge/die Augen
die Hand/die Hände
das Bein/die Beine
der Arm/die Arme
der Fuss/die Füesse
das Haar

People

doctor
(masculine/feminine)
nurse
(feminine/masculine)

man/men
woman/women
boy/boys
girl/girls
baby/babies

Die Leute

der Doktor/die Doktorin

die Krankenschwester/
der Krankenpfleger
der Mann/die Männer
die Frau/die Frauen
der Junge/die Jungen
das Mädchen/die Mädchen
das Baby/die Babys

Culture

In German, professional titles, such as *der Doktor* (male doctor), *die Doktorin* (female doctor), *der Lehrer* (male teacher), and *die Lehrerin* (female teacher), are determined by the gender of the person.

Before Viewing the Video Lesson

1. Review colors and numbers since they will be used in the lesson again.
2. If your students went to the doctor for a check-up, what would the doctor examine? Tell the students that today's lesson will include an accident and a trip to the doctor.

3. Do the Hokie Pokie (use the German words from the vocabulary list).
4. Listen to the audiocassette tape of lesson #4 vocabulary words. Explain that some words have already been used in Activity #2. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.

Description of the Video Lesson

While Robbie and Jessica are drawing, they discuss the hair colors, faces, and eye colors of the people in their drawings. They also talk about their own personal features.

While they are in the kitchen having a snack, they discuss the senses. They also discuss which body part is used for each sense (eyes, ears, nose, mouth, and hands). They use the appropriate words for facial features, hands, and the senses to answer the questions.

After Nicole arrives with her arm in a sling, they discuss her accident. Robbie (the doctor) declares that Nicole will be okay.

Robbie discusses a picture that he drew with Frau Falcone. He thinks that the boy in the picture needs a doctor because he is out of proportion. Frau Falcone describes the picture using adjectives such as long, short, big, and small.

They review body parts by playing and singing "head, shoulders, knees, and toes." They also review gender words, such as man, woman, boy, girl, and baby.



der Mund die Nase der Kopf das Ohr die Augen

Follow-up Activities

1. Use the First Step auf deutsch Again video lesson to review the emphasized vocabulary.
2. Use the audiocassette tape for additional review. This could be done for several days in the listening center or as a class activity.
3. Review the number and color words the same way as the video.
4. In the lesson, Nicole was hurt. What was hurt? Review the vocabulary for body parts.
5. On a drawing of a person, label the body parts. Students can do this individually, or use a bigger drawing in order to do this as a class activity. Students can label the body parts with cards with the vocabulary on it. Each student could have a drawing of a body, and they could write the word for the proper body part on it.
6. Show the class pictures of a man, a woman, a boy, a girl, and a baby. Let students match the vocabulary with the pictures.

7. Have the students draw a picture of a person. Color the body parts in specific colors. This will allow a review of the body parts and colors.
8. After these follow-up activities, let students view the video lesson again. They can respond and practice with the children on the video.

Supplemental Activities

1. Have the students practice the song, pantomime activities, and discuss the body parts and/or senses needed, (brushing teeth, running, combing hair, putting on lipstick, listening to music, eating, reading, etc.).
2. For Simple Simon use the phrase, " *Simon sagt _____.*"

During the next week, remember to use the vocabulary words as much as possible in class. Use other vocabulary words from previous lessons. When you remind students to raise their hand, say, "die Hand," etc. Continue to add to the First Step auf deutsch suitcase folder.

Lesson 5 Shopping at the Department Store

(Trip to the Department Store, Clothing)

Objectives

1. To learn words for articles of clothing.
2. To relate the article of clothing to the body part on which it is worn.
3. To learn about the types of clothing worn in Germany.

Vocabulary

Clothing	Die Kleidung
pants	die Hose/die Hosen
shirt	das Hemd/die Hemden
dress	das Kleid/die Kleider
skirt	der Rock/die Roecke
hat	der Hut/die Huete
shorts	die Shorts
tie	die Krawatte/die Krawatten
shoe	der Schuh/die Schuhe
sock	der Socke/die Socken
sweater	der Pullover/die Pullover
t-shirt	das T-shirt/die T-shirts
jeans	die Jeans
pajamas	der Schlafanzug

Culture

American and German students dress very similarly for school. Younger children wear shorts to school, but older children do not usually wear shorts to school. Shorts are mainly worn for physical education class, camping, hiking, and while on vacation. In the cities, most people wear the same kind of clothing as Americans. During special occasions, festivals, holidays, weddings, and special parties, people often wear traditional clothing, especially in the smaller, more rural areas. Traditional clothing includes: *Lederhosen* (leather shorts), special Tyrolian hats, leather jackets or vests for the men, and *Dirndl* (dresses with aprons) for the women. The Edelweiss flower is symbolic of Austria and Switzerland, and it is often visible in modern and traditional clothing.

Before Viewing the Video Lesson

1. Review the vocabulary from lesson #4 that pertains to the body parts. Students will need these words in today's lesson. Also, review colors, numbers, and the words for man, woman, boy, and girl.
2. What are your students wearing today? Tell them that they will learn the German words for different items of clothing.
3. How many girls are wearing dresses, skirts, pants, or sweaters? How many boys are wearing pants, shirts, sweaters, jeans, or T-shirts? Is anyone wearing his or her pajamas? Is anyone wearing a hat? Calculate the number wearing these

different items of clothing. On the board, make separate graphs for the boys and girls.

4. Where did your students get their clothes? Discuss shopping for clothes. In today's lesson, the students will view a clothing store. Ask them to watch for the things that they would buy if they went shopping.
5. Listen to the audiocassette tape of lesson #5 vocabulary words. Explain that some words have already been used in Activity #2. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.

Description of the Video Lesson

Deborah and her sister, Amber, are wearing dressy outfits because they are going to have their family pictures taken. Frau Falcone reviews the words for family members with Deborah by using a picture. They discuss the girls' clothing and their preferences. Frau Falcone questions Robbie about whether he prefers dresses or skirts, and of course, he says neither. Then, Frau Falcone asks Jennifer about her preferences, and she says that she prefers shoes. They discuss the color of shoes.

Frau Falcone's girl cousin (*Kusine*) is visiting from Austria. Her outfit is very traditional. She has on a Dirndl dress with a white blouse, a yellow apron, black shoes, and a necklace with a black band and an Edelweiss flower. They discuss each article of clothing and its color.

Frau Falcone went shopping for her daughter's birthday present. She shows them everything that she purchased, and they discuss the color and the names of the articles of clothing.



das Kleid der Hut die Krawatte der Schuh

Follow-up Activities

1. Use the First Step auf deutsch Again video lesson to review the emphasized vocabulary and conversations.
2. Use the audiocassette tape for additional review. This could be done for several days in the listening center or as a class activity.
3. Hold up different items of clothing, and ask the students for the correct vocabulary word. You may want to use real clothes, baby clothes, and/or doll clothes. You could even use paper dolls.
4. Play a game where students decide who would use each item of clothing. Let the students decide whether a man (*der Mann*), woman (*die Frau*), boy (*der Junge*), or girl (*das Maedchen*) would use the item.

5. After the follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.
6. Since there are many cognates in this category (words that sound or look the same with the same meaning), list clothing words in English, and then ask the students to match those words with German words. Finally, discuss how many and which ones are the same or different. You could also use a Venn diagram.

Supplemental Activities

1. Use the appropriate activities for lesson #5 on the CD Rom.
2. Play the game used in the lesson by putting a clothing item on a body part. Use the example in the program, and label some correctly and some incorrectly.
3. Discuss traditional costumes. Students should be familiar with other types of traditional costumes that are worn on special celebrations and certain holidays. Let them look for traditional types of dress worn in German-speaking countries. Some of the students may desire to dress the dolls, paper dolls, or paper cutouts in the traditional costumes. Discuss the clothing.
4. If possible, invite natives of different countries to visit your class. Ask them to wear and/or tell about the traditional dress in their country. Ask them to explain the significance of the style, colors, etc. of their native clothing. A local college may have an international students' association that would be able to assist with this activity.
5. Ask the PE teacher to have races involving clothing. Have a relay game that involves packing a suitcase and pretending to go on vacation. Put three oversized items of clothing (shirt, shorts, hat) in each suitcase. Put the suitcases at the starting point (home). Runners need to pick up the suitcase, and run to the second point (vacation spot). Have them open the suitcase, put the clothes on as the word is called out in German, close the suitcase, run around the suitcase once, open the suitcase, take off the clothes (others could again call out the German words), put the clothes back into the suitcase, and return home with the suitcase. The next team member does the same process until the entire team has gone on vacation.

Remember to use the vocabulary words as much as possible in class during the next week. Review as many words as possible from the first five lessons. Whenever there is a spare moment, even while waiting in line, review vocabulary words in fun ways. Continue to add to the First Step auf deutsch suitcase folders.

Lesson 6 Visiting the Farm

(Trip to a Farm, Animals, Pets)

Objectives

1. To learn words for animals.
2. To learn words associated with farms.
3. To learn about animals in German-speaking countries.

Vocabulary

Animals

cat (feminine/masculine)
dog
horse
cow (feminine/masculine)
hen
rooster
pig
rabbit
sheep
lamb
goat
farm
farmer (masculine/feminine)
barn

Die Tiere

die Katze/der Kater
der Hund
das Pferd
die Kuh/der Bulle
das Huhn
der Hahn
das Schwein
der Hase
des Schaf
das Lamm
die Ziege
der Bauernhof
der Bauer /die Bauerin
die Scheune

Culture

Even though animals make the same sounds around the world, the way people imitate those sounds is different. In English, the sound a dog makes is “bow-wow,” whereas in Germany that sound is “wow-wow,” pronounced “vow vow.” In English, a rooster says “cock-a-doodle-do,” but in German it says “*Kikeriki*.” In English, a chicken (hen) says “cluck-cluck,” but in German it says “*Gluck, Gluck*.”

Information for the Teacher

Note the differences in vocabulary for male and female animals. For example, *die Katze* is a female cat and *der Kater* is a male cat. It is worth noting that the definite article that precedes the noun may not necessarily be feminine for female animals. For example, *das Huhn* is a female hen, but the definite article, “*das*” is neutral. Many German animal names sound similar to their English counterparts. For example, *die Kuh* (cow), *der Bulle* (bull), *das Schaf* (sheep), and *das Lamm* (lamb) sound very similar.

Before Viewing the Video Lesson

1. Poll the students about the types of pets that they own. Use the data to create a graph, and display it on the board.
2. Depending on the location of your community, ask your students if they have ever visited a farm. What did they see there? How was it different from their homes?

3. Tell the students that they will learn the words for different pets and farm animals. They will also learn the sounds that these animals make. Do animals make different sounds in different countries, or are the words for these sounds different?
4. Listen to the audiocassette tape of lesson #6 vocabulary words. Explain that some words have already been used in Activities #1 and #2. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.

Description of the Video Lesson

One of the girls brings her cat, "Tink," to visit Frau Falcone, and Frau Falcone asks about the color of the cat's eyes. The other children have a dog as a pet. The word for cat is "*die Katze*," and the word for dog is "*der Hund*." They discuss animals and their colors, and they also talk about which animals they prefer.

They all go to the living room where there is a toy farm displayed on the table. They learn the words for farm (*der Bauernhof*), barn (*die Scheune*), and farmer (*der Bauer*). As they pull out different stuffed animals from a basket, they learn the words for these animals: cow (*die Kuh*), sheep (*das Schaf*), rooster (*der Hahn*), pig (*der Schwein*), rabbit (*der Hase*), and horse (*das Pferd*). Where would all of these animals be found? In a house or in a barn? Frau Falcone asks questions, such as, "where is...?" and "who has...?"

The children pantomime the sounds and motions of different animals. As each student finishes, the children try to guess which animal was imitated. The teacher repeats the name of the animal.

When they go back to the room, all of the children are asleep. Frau Falcone wakes them up by holding up the toy rooster and making his sound. (See **Culture** about the sounds animals make.) They learn that the animals have different sounds in German. Frau Falcone also talks about what we get from different animals. For example, we get wool from sheep (for mittens, socks, and sweaters), and milk from cows.



*die Katze der Hund das Pferd die Kuh das Schwein der Hase
die Scheune*

Follow-up Activities

1. Use the First Step auf deutsch Again video lesson to review the emphasized vocabulary and conversations.
2. Use the audiocassette tape for additional review. This could be done for several days in the listening center or as a class activity.
3. Review vocabulary words related to animals. Use pictures, toys, and/or stuffed animals to represent the vocabulary words.
4. Review vocabulary words related to the farm. A toy farm, such as the one on the program, could be used. Ask which animals would be found on a farm.

5. In the program, some children pantomime the sounds and motions of animals. As each one finished the pantomime, the other students guessed the type of animal. Let students play this game.
6. After these follow-up activities, let students view the video lesson again, so they can respond and practice with the children on the video.

Supplemental Activities

1. Find Europe on the map. Find out which animals are native to the German-speaking countries. Also, find out what type of animals are popular pets in Europe, and discuss why they are popular or unpopular in the United States.

Remember to use the vocabulary words as much as possible in class during the next week. Always review previous vocabulary words whenever possible. Continue to add to the First Step auf deutsch suitcase folders.

Lesson 7 Visiting in the School

(School items and Classes)

Objectives

1. To learn words pertaining to school.
2. To learn words for school supplies.
3. To learn about school in German-speaking countries.

Vocabulary

school	die Schule
flag/flags	die Flagge/die Flaggen
map/maps	die Landkarte/die Landkarten
blackboard	die Tafel
student (masculine/feminine)	der Schueler/die Schuelerin
teacher (masculine/feminine)	der Lehrer/die Lehrerin

School Supplies

backpack
colored pencil
glue
paper
book/books
scissors
pencil
ruler

die Schulsachen

die Schultasche
der Buntstift/die Buntstifte
der Klebstoff
das Papier
das Buch/die Buecher
die Schere
der Bleistift
das Lineal

Culture

In Germany, school starts between 7:30-8:00 am and ends around 12:00-1:00 pm on most days. There is a short morning break for a snack and short recess around 9:30-10:00 am. When students are dismissed, they usually go home to eat or meet their parents for lunch in a restaurant. Most students have one (1) to one-and-a-half (1 1/2) hours for their lunch break. If they are finished for the day, the students stay at home and do their homework or participate in sports or other activities. Some students return to school for a couple of hours for afternoon classes. Students' afternoon schedules vary. In some areas, students have Saturday morning school.

On the very first day of school, German children are given a large, brightly decorated cardboard cone by their parents. It is called a "*Schultuete*." The parents fill the "*Schultuete*" with small toys, candies, and school supplies. The children take their "*Schultuete*" to school only for the first day of Kindergarten.

Most German and American children wear the same type of clothing, such as long pants or jeans, shirts, and sweaters. Children are allowed to wear whatever they want, and most do not have to wear uniforms. Children do not wear shorts to school as often as American children, but they do wear shorts in gym class. Shorts are usually worn for weekend hiking, camping trips, and summer vacations.

German schools do not have lunchrooms because the children do not eat lunch at school. However, the schools do provide snack and drink machines. The schools also do not provide bus services because most children walk, ride their bikes, take the local public bus service, or may even take a taxi to school.

In German schools, the teachers move from classroom to classroom instead of the children. For some classes, such as art or music, there may be one specific room where the students go. There is no substitute teacher when the teacher is absent. Students are sent home if their schedules cannot be reorganized.

Schools offer a P.E. class, but this is only a game-type class. This class is not a team-oriented type of Physical Education class. Most schools do not have organized sports teams like those found in the United States. Sometimes there is a football (soccer) team, but teams are usually independent of the school. Local sports clubs and community organizations sponsor after-school activities for school children.

Students attend school based on a year-round schedule. This schedule includes several 2-3 week breaks throughout the year. These breaks are usually centered around major holidays such as Christmas and Easter, and there is also a month-long summer break. Each school district/region takes the month-long summer break on a staggered schedule. This is done in order to keep large crowds of students from being on vacation at the same time. Most schools have summer holidays during the months of July and August. Holidays may even extend into September.

Before Viewing the Video Lesson

1. Use a colored pencil for this activity instead of a crayon.
2. Ask the students what they think German schools would be like. Ask them if they have met any students from Germany. Some elementary students may even have older siblings who have been on exchange programs, or they may have had exchange students live in their homes at some time.
3. Although they don't usually wear uniforms to school in Germany, it may still be an interesting topic for school children to discuss.

Description of the Video Lesson

The children return from school with their book bags. They are all tired, so they sit down. They ask how to say the word for school, and they exclaim that they are very tired. Frau Falcone asks to see what is inside the book bag. She comments about its heaviness. Jessica pulls things out of her book bag, and Frau Falcone tells them the name of each item. After Robbie asks for some scissors, Frau Falcone explains how the word is similar to the word "shear," which is another English word for scissors. Frau Falcone asks Jessica how many books she has, and Jessica replies that she has ten.

Frau Falcone has a large German flag, and they discuss its colors. The students think that the flag is black, red, and yellow. Frau Falcone corrects them, and she says that the yellowish color is referred to as gold. She also gives the students a brief geography lesson about Germany and the surrounding countries. She also includes the major

geographic features of the region in her lesson. Frau Falcone uses a blackboard, and she asks the students to draw a cat. She instructs them to first draw a circle, then the ears, the eyes, a nose, and the mouth. After they draw the cat, they pretend that they are in a German classroom. Frau Falcone teaches them the basic classroom commands, such as pay attention, stand up, sit down, raise your right hand, and raise your left hand.

Frau Falcone displays a large map of Germany and the other German-speaking countries, Austria, Switzerland, and Liechtenstein. She asks the students to place the school objects by certain cities and other geographical places. They review where each object is placed.



die Flagge die Landkarte die Tafel die Buntstifte das Buch

Follow-up Activities

1. Use the First Step auf deutsch Again video lesson to review the emphasized vocabulary.
2. Use the audiocassette tape for additional review. This could be done for several days in the listening center or as a class activity.
3. Review the vocabulary words associated with school and school supplies. Hold up different items, and ask, "*Was ist das?*" The students answer, "*Das ist _____*," or if plural, "*Was sind sie?*" Students answer "*Sie sind _____*."
4. Reuse the book bag and items from introductory Activity # 1 again. Pull one item out at a time, and ask for its German word. Do the colors also if possible. Count the items.
5. Repeat Frau Falcone's activity with the students. You can do the activity rather than using the verbs to describe the activity.
6. Count the books and school supplies the same way as the lesson. Ask the color of the school supplies, or ask for a green pencil, a black crayon, etc.
7. Play a game with the school supplies. Hand a student an item from the vocabulary list. Without looking at it, the student must identify the item by touch, and then give the German word for the item.
8. After these follow-up activities, let students view the video lesson again, so they can respond and practice with the children on the video.

Supplemental Activities

1. Use appropriate activities for lesson #7 on the CD Rom.

2. Play the rock/paper/scissors game from the lesson.
3. Discuss schools in Germany, Austria, Switzerland, Liechtenstein, and other countries. Students may need to do research on this in the media center. If you have access to people from different countries, they can inform students about schooling in their country.
4. Make flags of the different German-speaking countries, and display them in the classroom with a map of the country.
5. Label all possible items in the classroom with its German word.
6. If your school does not require uniforms, then have a uniform day in your class. Ask all students to wear the same or similar clothes. Discuss what this feels like.

Remember to use the vocabulary words as much as possible in class during the next week. This should be easy since the words are related to school and school supplies. Continue to add to the First Step auf deutsch suitcase folder.

Lesson 8 Walking through the Community

(Buildings and people in the Community)

Objectives

1. To learn words associated with towns and buildings.
2. To learn about shops in German towns.
3. To learn about German towns.

Vocabulary

house	das Haus
school	die Schule
restaurant	das Restaurant
store	das Geschaeft
cinema	das Kino
theater	das Theater
bookstore	die Buchhandlung
hospital	das Krankenhaus
hotel	das Hotel
pharmacy	die Apotheke
church	die Kirche
museum	das Museum
coffee shop	das Café
supermarket	der Supermarkt
market	die Markt
bank	die Bank
post office	die Post
bakery	die Baeckerei
library	die Buecherei
letter	der Brief
money	das Geld

Culture

Many German towns and villages are built around a city-center. In the city-center, there is usually a town hall, a city fountain (which was the city drinking water during the middle ages), shops, restaurants, bakeries, and on certain days of the week, a fresh produce and flower market. There is usually a small fresh market that is in the city-center daily. Twice a week, on one weekday and every Saturday, local farmers and merchants set up a large open-air market in the city-center. They bring fresh vegetables, fruit, eggs, cheese, and milk from the local farms. There are also large flower stands set up for people to buy beautiful, freshly cut flowers for their homes. Although there are supermarkets in Germany, many people still go to the market (*Markt*). On Saturday morning, they go to the market to buy the freshest items available and to socialize and see their friends. Families also use this time to have a nice breakfast or lunch together at one of the local cafes or restaurants.

Also in Germany, there are individual stores for different types of food. For example, meat is bought from the *Metzgerei* (meat store), baked goods from the *Backerei* (bakery),

and vegetables from the *Gemusehaendler*. These shops are also found throughout the city-center for walking convenience.

Supermarket shopping in Germany is also very popular. This is especially true for items that do not need to be as fresh, such as bottled and canned goods, mustard, mayonnaise, etc. In the supermarket, several types of food are located under one roof (meats, dairy, produce, etc.), but the freshest food is bought from the local farmers and merchants at the markets.

In Germany, there are several places to eat, such as restaurants, cafés, and “*Konditorein*.” A restaurant is a place where complete meals are served, a café has lighter fare and sweets, and the Konditorei has pastries, cakes and coffees. The Konditorei is often an elegant meeting place for coffee with friends. Germany has several fast food restaurants, such as McDonald’s and Burger King.

In Germany, there is a definite distinction between going to the movies and going to the theater. In German, “*Theater*” is a place where live plays are performed, and “*Kino*” is the place where films are shown.

Before Viewing the Video Lesson

1. Review previous vocabulary words. In this lesson, the words pertain to food, clothing, and counting, and they should be used in context.
2. Discuss the stores and buildings in your community. Do you live in a large city or a small town? Even if you live in a large city, there are probably many different stores and service buildings that are located in your neighborhood. Use a small area in the discussion about a “town”. What types of buildings are found in your “town?” Why are they located where they are? Are they convenient in respect to where people live? Can people get everything that they need near their homes?
3. Tell the students that they will view different types of buildings found in a small German town. They will learn the words for these buildings and its purpose. Listen for familiar sounding words, and see if they mean what we think they mean.
4. Show the students some currency from a German-speaking country. You can get international money from several banks in the United States. You can also purchase play money from foreign language educational supply stores. Discuss the differences between the foreign currency and American currency, such as size, color, etc.
5. Discuss the differences between grocery shopping in Germany versus the United States.
6. Listen to the audiocassette tape of lesson #8 vocabulary words. Explain that some words have already been used in Activity #2. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.

Description of the Video Lesson

Frau Falcone shows the children a letter from her cousin in Germany. With the use of a picture of a German-style town, Frau Falcone explains that her cousin had to go to the post office to mail the letter. Mailboxes in Germany are yellow instead of blue. She points out several different buildings, and she gives their uses (i.e. at the movies (*Kino*), films are seen, and popcorn is served, at the bakery (*Backerei*), Sean can buy sweets). Frau Falcone asks the children which day they go to church. They tell her that they go to church on Sunday. Frau Falcone explains that Sunday is the last day of the week on the German calendar. They discuss the days of the week that one attends school, etc.

Frau Falcone gives the children some money. She asks them questions about where one would go in order to do certain things. For example, where do you go when you are hungry? She tells them that they can get food at the restaurant or at the café. She asks them about where clothes are bought, and she also inquires about where books are bought, and not borrowed.

Frau Falcone mentions several activities that one can do on Saturday, and then she allows them to choose an activity. The children pick up an item that pertains to what they want to do, and then discuss it with Frau Falcone and the others. Lindsay chose popcorn because she wants to go to the movies. Deborah chose a picture because she wants to go to the Museum. Sean bends over like his stomach hurts. Frau Falcone tells him that he needs medicine from the Pharmacy (*Apotheke*), so Lindsey gives him some. They review where they want to go one more time. Now, Sean wants to go to the Bakery. They play a game where each person pulls an item out of a bag and tells where they might obtain that item. Finally, they review objects and places in the community.



das Krankenhaus die Apotheke die Bank die Baeckerei

Follow-up Activities

1. Use the First Step auf deutsch Again video lesson to review the emphasized vocabulary and conversations.
2. Use the audiocassette tape for additional review. This could be done for several days in the listening center or as a class activity.
3. Review the vocabulary words associated with the shops and buildings of a German town. Ask questions about these stores and what is sold there.
4. Draw a map of your community or of a small German town. Label the buildings with the appropriate German words. This would be an excellent opportunity to review map-making skills while reviewing the vocabulary.
5. Count money the same way it was shown during the program. Use play German money, or make money for the students to use. Use this money to purchase objects from imaginary stores.

6. Finally, view the video again so that students can respond and practice with the video.

Supplemental Activities

1. Use the appropriate activities for lesson #8 on the CD Rom.
2. Build a German village using boxes, or draw the buildings, and tape the papers together to form the village. Several students can work together, and they can be responsible for certain buildings. One group can create the city-center and another group can outlay the roads in the towns and get things ready for the buildings.
3. When the village is complete, let the students give tours of their town to each other or to other classes. Let them pretend that they are tour guides for the town hall, and their job is to show tourists around their town.
4. Discuss the differences associated with addressing letters overseas. Also, discuss how to mail a letter overseas. If an inter-school mail system exists, then use an overseas address for your classroom.
5. Learn German dances. The PE and/or Music teachers may be able to help with this activity. German music is available at music stores and other stores that sell audiotapes or CDs.
6. Discuss the currency of various countries and the differences that exist. Look for books that show money from different countries. Why do differences exist even amongst German-speaking countries? Who issues the money? Each country has a different government, and the government issues the money. Therefore, there are bound to be differences amongst the German-speaking countries. In Europe, there are plans to have a common currency for all countries. This unit of currency is called the Euro. Do the students think people will like or dislike this common currency?

Remember to use the vocabulary words as much as possible in class during the next week. Add words and materials to the First Step auf deutsch suitcase folder.

Lesson 9 Celebrating Holidays

(Calendar, Weather, Seasons)

Objectives

1. To learn the days of the week.
2. To learn the four seasons and the weather during those seasons.
3. To learn about the differences in the calendar and the seasons in Germany.
4. To learn about celebrations and holidays.

Vocabulary

Days of the Week

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday
What day is today?
Today is . . .

Seasons

Spring
Summer
Fall/Autumn
Winter

What's the weather like?

It's cold.
It's hot.
It's sunny.
It's raining.
It's windy.

Holidays

Christmas
Santa Claus

Saint Nicolas/St. Nicolas Day

Christmas Tree

Gift/Gifts

Die Tage der Woche

der Montag
der Dienstag
die Mittwoch
der Donnerstag
der Freitag
der Samstag
der Sonntag
Welcher Tag ist heute?
Heute ist . . .

die Jahreszeiten

der Fruehling
der Sommer
der Herbst
der Winter

Wie ist das Wetter?

Es ist kalt.
Es ist heiss.
Es ist sonnig.
Es regnet.
Es ist windig.

die Feiertage

Weihnachten
der Weihnachtsmann
(comes on December 24th)

der Nikolaus
(comes on St. Nikolaustag which
is on Dec. 6th -- St. Nickolaus'
Birthday)

der Tannenbaum
(the recognized translation,
however der Weihnachtsbaum is
the literal translation and both are
used)

das Geschenk/die Geschenke

Culture

On the night of December 5, German children go to sleep with a large shoe next to their beds. During the night, St. Nikolaus visits, and he fills the shoe with small gifts and candies as a reward for being good throughout the year. St. Nikolaus may also include a few twigs to remind the child to behave better.

Christmas in Germany is very similar to the Christmas celebration in the United States. On December 24th, parents tell their children to go upstairs and wait until they are told to come back down. While the children are waiting, the parents bring in the real Christmas tree to decorate. The tree is usually decorated with real candles. The children are finally allowed to come back down stairs so that they can admire the tree and receive their gifts. That evening, the family has a big meal together. They discuss their wishes and things for which they are thankful. The children usually dress up in their best outfits for this meal. They may even sing a song or read a special poem during this time. The meal usually consists of goose, duck, and/or fish. After the meal, the family exchanges gifts and sings Christmas carols. Many people choose to attend the Christmas Eve church service or mass. On December 25th, people enjoy their new gifts with their family and friends.

Information for the Teacher

Monday is the first day of the week in several countries around the world. Their calendar begins with Monday as the first day, and it ends with Sunday as the last day of the week. This is true in all four of the German-speaking countries.

Before Viewing the Video Lesson

1. Ask your students what day today is. Ask them to name the days of the week. What day do they begin with when they recite the days of the week? Tell them that in today's lesson they will learn the days of the week in German. Ask them to listen carefully for something different about the days of the week besides the names.
2. Ask your students to name the four seasons. What season is it now? Write the names of the seasons on the board, and ask the students to describe each season with one word. List these descriptions.
3. Discuss holidays that are celebrated in your community. Some are celebrated all over the world, some are just celebrated in the United States, and some may just be celebrated within your community. Tell everyone which holidays fall into each of the above categories and why.
4. Listen to the audiocassette tape of lesson #9 vocabulary words. Explain that some words have already been used in Activities #1 and #2. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.

Description of the Video Lesson

Frau Falcone greets the children at the door. Jessica is happy because she is going on vacation to the lake. When asked about when she is going, Jessica says that she is

leaving on Friday. Frau Falcone gets the calendar out, and she shows them the days of the week.

Then, she asks the children what they do on each day of the week. Erin says that on Monday she goes to school. On Tuesday, Robbie plays basketball. On Wednesday Dayne plays baseball, and Jessica reads a book on Thursday. Frau Falcone asks what Jessica will be doing on Friday, and the children answer that she will be going to the lake. Jessica explains that she's going on vacation this weekend because it's her birthday.

The children draw pictures of the different seasons. They discuss their favorite season, what happens during that season, and what the weather is like then. Dayne draws a picture of summer, when it's warm. Jessica draws fall, with many multi-colored leaves floating through the air. Robbie draws winter, a mostly white picture with snow falling and a snowman. Emily, who sits by some fresh flowers, drew spring, when flowers bloom.

Frau Falcone asks about the weather during the different seasons, and then she talks about the type of clothing worn during each season. Children have the appropriate clothing on for their favorite season, and they model the clothes as they tell about their particular season. This is a review of clothing from lesson #5.

Frau Falcone tells the children about the celebration of Christmas in Germany.



*die Jahreszeiten der Fruehling der Sommer der Herbst
der Winter*

Follow-up Activities

1. Use the First Step auf deutsch Again video lesson to review the emphasized vocabulary.
2. Use the audiocassette tape for additional review. This could be done for several days in the listening center or as a class activity.
3. Review the vocabulary words for the days of the week. The students should learn the names of the days of the week in German and use them as much as possible.
4. Discuss the German calendar, and emphasize that Monday is the first day of the week. Make a calendar with Monday as the first day, and use it in class all week. Let them write their homework assignments on a German calendar. They can show off their new vocabulary at home.
5. In the lesson, Frau Falcone asked the children about their favorite season. Ask your students the same question. Let them write a paragraph about their favorite season, and then illustrate it.
6. Compare the celebration of Christmas in Germany to the celebration of this holiday in the United States. Your students may celebrate the holiday differently due to their family's nationality, religion, and/or traditions.

7. After these follow-up activities, let students view the video lesson again so they can respond and practice with the children on the lesson.

Supplemental Activities

1. Use the appropriate activities for lesson #9 on the CD Rom.
2. Create a weather chart, and track the weather on one of the calendars as a part of follow-up Activity #4. Begin a science unit on weather or seasons.
3. How are holidays celebrated around the world? Let your students do research in the media center. Ask parents or natives of other countries to visit the class to tell about their special holidays. If possible, celebrate some of these holidays.
4. In one of the lesson's songs, a child's favorite day was the day he/she was born. Ask the students which day they were born. They will probably have to ask a family member. You can also provide a multiyear calendar or calendars for the years that your students were born in so that they can look up the day of the week. Read the poem "Monday's Child" to the students after they have found the day of the week on which they were born. Does the poem describe the children accurately?

Remember to use the vocabulary words as much as possible in class during the next week. This should be especially easy since the words relate to the days of the week. Every morning, ask the students, "what day is today?" in German. Make sure that their answers are in German.

Lesson 10 A Birthday Picnic

(Nature, Sports, Birthday)

Objectives

1. To learn words associated with parks, nature, and having fun.
2. To learn words related to sports.
3. To learn about celebrations in German-speaking countries.
4. To learn about sports in German-speaking countries.

Vocabulary

Birthday party	die Geburtstagsparty
cake	die Torte
candles	die Kerzen
How old are you?	Wie alt bist du?
I'm _____ years old.	Ich bin _____ alt.
flower	die Blumen
tree	der Baum
sun	die Sonne
picnic	das Picknick
moon	der Mond
sports	der Sport
football game	das amerikanische Fussballspiel
football (object)	der amerikanische Fussball
soccer Game	das Fussballspiel
soccer (object)	der Fussball
basketball Game	das Basketballspiel/das Korbballspiel
basketball (object)	der Basketball/der Korbball
tennis	das Tennisspiel
bicycle	das Fahrrad
tricycle	das Dreirad

Culture

Soccer is the most important sport in German-speaking countries. It could be considered the national sport, just like baseball is in the United States. The World Cup and other international soccer matches demonstrate national loyalty throughout the world. Soccer players are considered role models and heroes. Other popular sports include tennis and other athletics.

Information for the Teacher

The German word for soccer is *das Fussballspiel*. Students may be confused since it is so similar for our word football. Football, as we know it, is called *das amerikanische Fussballspiel*.

Before Viewing the Video Lesson

1. Tell the students that this is the last program in the First Step auf deutsch series. Review the things that they have learned this year. Use the First Step auf deutsch suitcase folder for this review. The students will probably be very surprised at all that they have learned.
2. Ask the students how old they are. What do they think would be the ideal birthday party? In today's lesson, it is Lindsay's birthday, and her friends give her a surprise birthday picnic in Frau Falcone's living room. Ask the students to listen for birthday words.
3. Find out the students' favorite sports. Take a poll, and then create a graph on the board. Leave this up for a follow-up activity.
4. Listen to the audiocassette tape of lesson #10 vocabulary words. Explain that some of these are the same words used in Activities #2 and #3. You may choose to give the students a copy of this lesson's vocabulary words found at the back of the teacher's guide.

Description of the Video Lesson

Today is Lindsay's birthday, and Frau Falcone has gotten her a birthday torte. They talk about how many candles they need for Lindsay's torte, and Frau Falcone asks the other children about their ages. They reply with, "I am ____ years old," and they ask Frau Falcone about her age. She counts by 10's to twenty, then laughs and says that it is a secret.

They decide to have a birthday "picnic party" in the living room because it's raining outside and they cannot go to the park. A blanket has been put on the floor along with gifts and balloons. When Lindsay arrives, they all hide, then jump out and say, "*Ueberraschung!*" (Surprise!). They light the ten candles on the birthday cake, and then they all sing. Frau Falcone tells Lindsay to close her eyes and make a wish, and then open her eyes and blow out the candles.

Frau Falcone then tells them that they are going to play a German birthday game wherein a child is blindfolded and must find where a bowl, which covers a piece of candy, is hidden. "*Heiss*" (hot) and "*kalt*" (cold) are used to direct the child toward the bowl.

Frau Falcone mentions to the children how, were it not raining at the park, they would have seen many different sports being played. She questions the children about their favorite sports. They like bike riding, basketball, baseball, American football, and soccer. She explains that soccer is called *das Fussballspiel* in German-speaking countries, and American football is known as *das amerikanische Fussballspiel*. The children decide to play soccer. Emily scores a goal and says, "*TOR!*" which means "goal."



die Torte die Blumen der Baum das Fahrrad

Follow-up Activities

1. Use the First Step auf deutsch Again video lesson to review the emphasized vocabulary and conversations.
2. Use the audiocassette tape for additional review. This could be done for several days in the listening center or as a class activity.
3. Who had a birthday party in the program? What kind of party was it? Review the words related to a birthday party. "*Herzlichen Glueckwunsch zum Geburtstag*" means "Happy Birthday" in German. What do the students think was different/the same about birthday parties in Germany and the U.S.?
4. Using different types of balls, discuss the words related to sports. Refer back to the graph previously made and change the sports names to German names.
5. View the video lesson again so that students can respond and practice with the children on the lesson.

Supplemental Activities

1. Use appropriate activities for lesson #10 on the CD Rom.
2. In PE, play the different sports learned in the program. Ask the PE teacher to explain the differences between sports in the United States versus sports in other countries of the world.
3. Invite a high school soccer coach to your class to explain the popularity of soccer throughout the world. Ask them to talk about some of the players who are well known throughout the world. Why is soccer so popular in other countries and just beginning to grow in popularity here?
4. In Music class, sing the "Happy Birthday" song as it is sung in German-speaking countries if possible. Listen to German music, and talk about the rhythm and the types of instruments used.
5. Have a party to celebrate learning German. Serve German food as part of the celebration, and afterwards, play a game of soccer.
6. Your students have just taken their first step in learning a second language. Everyone is so proud when a baby takes his or her first step, so celebrate these first steps. Plan some type of activity or program with their parents and with other classes in order to share what your students have learned. Everyone should be very proud of what they have learned. They should feel comfortable with hearing the German language spoken. The students will be able to recognize and say many different words and even some sentences. As your students continue in their study of German with **Next Step auf deutsch**, they will start using the words in more sentences. They will also add verbs and adjectives to their sentences.

Remember to review the vocabulary words as much as possible in class during the rest of the year. Encourage the students to use the language.

Give them many different opportunities to experience the language even after you have finished viewing the lessons in First Step auf deutsch.

VOCABULARY LESSON 1

Hello	Guten Tag
Goodbye (casual)	Tschüss
Mr.	Herr
Mrs.	Frau
Miss	Fraeulein
What is your name?	Wie heisst du?
My name is . . .	Ich heisse . . .
Yes	ja
No	nein
Excuse me	Entschuldigung/Verzeihung
Thank you	Danke
You're welcome	Bitte
How are you?	Wie geht's?
Very well	sehr gut
So so	so so
Not well	schlecht
Mom/Mother	die Mutti/Mutter
Dad/Father	der Vati/Vater
Brother	der Bruder
Sister	die Schwester
Grandpa	der Opa
Grandma	die Oma

VOCABULARY LESSON 2

gray	grau
blue	blau
brown	braun
white	weiss
black	schwarz
pink	rosa
1	eins
2	zwei
3	drei
4	vier
5	fuenf
6	sechs
7	sieben
8	acht
9	neun
10	zehn
house	das Haus
kitchen	die Kueche
bedroom	das Schlafzimmer
garage	die Garage
living room	das Wohnzimmer
dining room	das Esszimmer
bathroom	das Badezimmer
bed	das Bett
table	der Tisch
chair	der Stuhl
lamp	die Lampe
telephone	das Telephon
What is that?	Was ist das?
That is...	Das ist...

VOCABULARY LESSON 3

green	gruen
red	rot
yellow	gelb
orange	orange
purple	lila
apple	der Apfel
orange	die Orange
banana	die Banane
grapes	die Weintrauben
vegetables	das Gemuese
cabbage	der Kohl
carrots	die Karotten
tomatoes	die Tomaten
potatoes	die Kartoffeln
milk	die Milch
bread	das Brot
cookies	die Kekse

VOCABULARY LESSON 4

The Body	der Koerper
mouth	der Mund
nose	die Nase
head	der Kopf
face	das Gesicht
ear/ears	das Ohr/die Ohren
hand/hands	die Hand/die Haende
leg/legs	das Bein/die Beine
arm/arms	der Arm/die Arme
foot/feet	der Fuss/die Fuesse
doctor	
(masculine/feminine)	der Doktor/die Doktorin
nurse	
(feminine/masculine)	die Krankenschwester/ der Krankenpflieger
man/men	der Mann/die Maenner
woman/women	die Frau/die Frauen
boy/boys	der Junge/die Jungen
girl/girls	das Maedchen/die Maedchen
baby/babies	das Baby/die Babys

VOCABULARY LESSON 5

pants	die Hose/die Hosen
shirt	das Hemd/die Hemden
dress	das Kleid/die Kleider
skirt	der Rock/die Roecke
hat	der Hut/die Huete
shorts	die Shorts
tie	die Kravatte/die Kravatten
shoe	der Schuh/die Schuhe
sock	der Socke/die Socken
sweater	der Pullover/die Pullover
t-shirt	das T-shirt/die T-shirts
jeans	die Jeans
pajamas	der Schlafanzug

VOCABULARY LESSON 6

Animals	Die Tiere
cat (feminine/masculine)	die Katze/der Kater
dog	der Hund
horse	das Pferd
cow (feminine/masculine)	die Kuh/der Bulle
hen	das Huhn
rooster	der Hahn
pig	das Schwein
rabbit	der Hase
sheep	des Schaf
farm	der Bauernhof
farmer	der Bauer/die Bauerin
barn	die Scheune

VOCABULARY LESSON 7

school	die Schule
flag/flags	die Flagge/die Flaggen
map/maps	die Landkarte/die Landkarten
blackboard	die Tafel
student	
(masculine/feminine)	der Schueler/die Schuelerin
teacher	
(masculine/feminine)	der Lehrer/die Lehrerin
colored pencil	der Buntstift/die Buntstifte
glue	der Klebstof
paper	das Papier
book/books	das Buch/die Buecher
scissors	die Schere
pencil	der Bleistift
ruler	das Lineal

VOCABULARY LESSON 8

restaurant	das Restaurant
store	das Geschaef
cinema	das Kino
bookstore	die Buchhandlung
hospital	das Krankenhaus
hotel	das Hotel
pharmacy	die Apotheke
church	die Kirche
museum	das Museum
coffee shop	das Café
supermarket	der Supermarkt
bank	die Bank
post office	die Post
bakery	die Baeckerei

VOCABULARY LESSON 9

Monday	der Montag
Tuesday	der Dienstag
Wednesday	die Mittwoch
Thursday	der Donnerstag
Friday	der Freitag
Saturday	der Samstag
Sunday	der Sonntag
What day is today?	Welcher Tag ist heute?
Today is . . .	Heute ist . . .
The Seasons	die Jahreszeiten
Spring	der Fruehling
Summer	der Sommer
Fall/Autumn	der Herbst
Winter	der Winter
What's the weather like?	Wie ist das Wetter?
It's cold.	Es ist kalt.
It's hot.	Es ist heiss.
It's sunny.	Es ist sonnig.
It's raining.	Es regnet.
It's windy.	Es ist windig.
Christmas	Weihnachten
gift/gifts	das Geschenk/die Geschenke

VOCABULARY LESSON 10

birthday party	die Geburtstagsparty
cake	die Torte
candles	die Kerzen
How old are you?	Wie alt bist du?
I'm ____ years old.	Ich bin ____ alt.
flower	die Blumen
tree	der Baum
sun	die Sonne
picnic	das Picknick
moon	der Mond
football game	das amerikanische Fussballspiel
soccer game	das Fussballspiel
basketball game	das Basketballspiel/
	das Korbballspiel
tennis	das Tennisspiel
bicycle	das Fahrrad
tricycle	das Dreirad